DOCUMENT RESUME

ED 035 591 SP 003 460

TITLE	A Program of Orientation and In-Service Education of Cooperating Teachers.
INSTITUTION	Concordia Teachers Coll., River Forest, Ill.
PUB DATE	[69]
NOTE	10p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.60
DESCRIPTORS	*Affiliated Schools, *College School Cooperation, College Supervisors, *Cooperating Teachers, *Cooperative Programs, *Inservice Teacher Education, Student Teaching, Supervisory Methods, Teacher Educator Education, Teacher Orientation

ABSTRACT

This document describes a cooperative program designed to strengthen rapport between the college department of student teaching and its off-campus student teaching centers, to improve the quality and supervision of student teachers within these centers by developing increasingly effective cooperating teachers, and to strengthen the college supervisory personnel. The seven interrelated components of the program are as follows: (1) general orientation sessions for new cooperating teachers; (2) continuing dissemination of handbooks and related supplementary materials to cooperating teachers; (3) a series of quarterly dinner meetings involving various groups of related personnel; (4) a 1-week summer institute in the supervision of student teachers; (5) weekly visits by the college supervisors which ensure continuing and direct personal interaction; (6) college assistance with staffing needs of the cooperating centers; and (7) a leave-of-absence program which enables outstanding cooperating teachers to join the college staff as college supervisors for a year. (Author/ES)

ED035591

A Program of Orientation and In-Service Education of Cooperating Teachers

Concordia Teachers College

7400 Augusta Street

River Forest, Illinois 60305

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Martin L. Koehneke, President

Elmer A. Arnst, Director
Student Teaching

SP003460

In the early 40's the campus laboratory school of Concordia Teachers College, River Forest, Illinois still served as the "practice teaching" school for thirteen or fourteen student teachers per quarter. A decade later it became necessary to assign students to off-campus centers for their student teaching experience. By 1954 a total of 134 student teachers assigned to three schools were supervised by 17 cooperating teachers under the direction of 1 college supervisor. This trend has continued so that currently the program includes 360 student teachers in 41 cooperating schools, 150 cooperating teachers, and from 10-12 College supervisors. Enrollment projections indicate that the 1967-1968 school term will continue to add to the quantity and quality challenge inherent in such expansion.

Recognizing that the cooperating teacher is a key person in the program of teacher education, the Department of Student Teaching of Concordia Teachers College, River Forest, Illinois pursues a vigorous program of orientation and in-service education for cooperating teachers. Concordia is attacking the problem to become responsible partners in the preparation of teachers from many fronts.

1 - Orientation of New Cooperating Teachers

2 - Handbooks and related materials

3 - Quarterly dinner meetings with cooperating principals, teachers, and pastors

4 - Institute: Supervision of Student Teachers

5 - Weekly visits by the College Supervisors

6 - Assistance with staffing needs

7 - Leave of absence program for cooperating teachers

By attacking the problem from many areas, a concerted effort is made

- to strengthen the rapport with the Student Teaching Centers
- to improve the quality and supervision of student teachers within these centers, and
- to strengthen the college supervisory personnel

Each front is only at its initial state of effective employment. The various fronts will need to be expanded if Concordia is to meet the challenge of quantity and quality in the future.

ORIENTATION OF NEW COOPERATING TEACHERS

A concerted effort is made to orientate and train new cooperating teachers and centers for participation in the program prior to their acceptance of student teachers. Teachers willing to serve as cooperating teachers, after approval by their respective principals and the Director of Student Teaching, are required to attend a series of orientation and training meetings.

The orientation sessions consist of three 1½-hour meetings conducted by the Director of Student Teaching assisted by several college supervisors. Such sessions are made available three times a year. Veteran teachers may also attend.

These meetings focus on orientation to the Concordia program of teacher education, planning and scheduling student teaching experiences, counselling student teachers, and the evaluation of student teachers.

HANDBOOKS AND RELATED MATERIALS

Handbooks and related materials are made available to the student teaching centers as the college and the student teaching centers aim to become responsible partners in the preparation of teachers.

I. An Elementary Cooperating Teacher Handbook is designed primarily to assist those who work with student teachers -- including principals, cooperating teachers, and college supervisors -- in carrying out this joint responsibility. Many aspects of the Handbook are a direct result of cooperative planning between the College and the off-campus student teaching personnel.

II. Copies of the Student Teaching and Professional Quarter Handbook are made available to each school. This Handbook includes elementary curriculum methods, suggested readings, and the necessary forms and guidelines to facilitate the mechanics of student teaching.

III. Student Teaching Notes is a quarterly bulletin providing opportunities for further communication with each cooperating teacher. College supervisors, c ooperating principals and teachers contribute to the bulletin.

IV. Discussion outlines or other supervisory aids are often sent by mail or delivered by College supervisors and serve as supplementary avenues to provide helpful printed in-service materials to the cooperating schools.

A number of large and small group in-service dinner meetings are sponsored by the College each quarter, treating topics often suggested by cooperating teachers. All who participate are invited and generally attend even though a school may be assigned no student teachers during that particular quarter. Most dinner meetings are scheduled on campus, but at times they are held at centrally located centers.

Presently, dinner meetings are arranged for -

I - All cooperating teachers and principals each quarter (which also allows them to meet their new student teachers).

II - All cooperating principals

III - All cooperating principals and their pastors.

IV - All summer school cooperating principals

INSTITUTE: SUPERVISION OF STUDENT TEACHERS

During past summers a one-week Institute: Supervision of Student Teachers has been made available for a maximum of twenty cooperating teachers each year. The general areas of discussion are similar to those listed for the Orientation Sessions described in ORIENTATION OF NEW COOPERATING TEACHERS. These areas are treated in more depth plus the addition of such topics as: Current Research in Student Teaching; Programs, Policies, and Practices of other Universities; Conant Report; Critical Analysis and Evaluation of the Elementary Cooperating Teachers Handbook; Evaluation of Current College Policies, Evaluation Forms, Student Teaching Program Administration, and others. Each participant is expected to search the literature in order to make a constructive presentation or serve as a resource person during a discussion on an assigned or self-chosen topic. This is a non-tuition no-credit institute conducted by the Director of Student Teaching.

WEEKLY VISITS BY THE COLLEGE SUPERVISORS

Probably the most important contribution made toward the in-service education of cooperating teachers is accomplished through personal contact during weekly visits by the college supervisor in the local classrooms. Comments, verbal and written, made to student teachers through the cooperating teachers, may, oftentimes, suggest a need for self-appraisal on the part of the cooperating teacher.

College supervisors may also offer -

1) to serve as resource people at faculty meetings, curriculum development meetings, text book selection committees, faculty workshops;
2) to serve as guest speakers for teachers conferences, parent-teacher meetings and eighth-grade graduation services;
3) to conduct action research at the local levels and pilot programs for the use of new instructional materials.

ASSISTANCE WITH STAFFING NEEDS

The College is also alert to the staffing needs of the cooperating student teaching centers. College supervisors strive to identify students who might serve as effective cooperating teachers within a few years. The Director of Placement, aware of the vital role he can play in upgrading the quality of cooperating teachers through his office, gives special consideration to the requests and needs of the student teaching centers.

LEAVE OF ABSENCE PROGRAM FOR COOPERATING TEACHERS

Each year, upon invitation, two or three outstanding cooperating teachers join the college staff as college supervisors because of the unique contribution they can make to the student teaching program. In general, schools and congregations have been pleased to grant the necessary one year leave of absence to enable invited cooperating teachers to accept such an appointment.

The involvement of these Cooperating teachers has also been extended to include teaching responsibilities in the Professional Quarter block.

This has been a most successful innovation and of mutual benefit to all concerned.

EVALUATION

These eight thrusts constitute Concordia's answer to the question, "How do we help a teacher develop into an effective Cooperating teacher? Even more important is the second question, "How successful is the orientation and in-service program for Cooperating teachers"?

Evaluation of the programs involves much of the intangible. The impact of the program is, however, observable as

- excellent attendance record by Cooperating teachers at the orientation and in-service meetings
- a change in the perception of his role by the Cooperating teacher
- more effective counseling and evaluation of student teachers
- an increased willingness to accept student teachers as a professional responsibility

BUDGET FOR IN-SERVICE TRAINING OF COOPERATING PERSONNEL

Quarterly Meetings of Cooperating Teachers:	
Dinner-evening meetings for 200 persons each quarter at $1.50 per meal - $300.00 ($300.00 x 3)	900.00
Quarterly Meetings of Cooperating Principals and Pastors:	
$100.00 per quarter x 3	300.00
Speakers and Materials for In-Service and Nine Orientation Meetings:	
Duplicating, tape recordings, honoraria	100.00
Handbook and Manual for Student Teaching Centers:	
Duplication service charge (200 @ $1.00)	200.00
"Student Teaching Notes"	
A mid-quarter newsletter that is designed to assist in raising the professional competency of supervising teachers.	
Duplication charges and postage	180.00
	$1,680.00

DEPARTMENT OF STUDENT TEACHING PERSONNEL

ELMER A. ARNST - DIRECTOR, STUDENT TEACHING
Associate Professor

Waldemar W. Affeldt - Associate Professor
Lloyd C. Foerster - Associate Professor
Alan B. Geuder - Visiting Instructor
Edward J. Keuer - Associate Professor
Mrs. Karen F. Luebbe - Visiting Instructor
Albert V. Maurer - Professor
Ralph L. Reinke - Associate Professor
Stephen A. Schmidt - Assistant Professor
Donna L. Siemro - Instructor
Eldor C. Sieving - Associate Professor

STUDENT TEACHING OFFICE
Linda Johnson, Secretary